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ABSTRACT

This report discusses the outcomes of a New Jersey program designed to implement a responsible model for including students with disabilities into general education sixth, seventh, and eight grade classrooms. A major element of the "Toward Inclusive Education" (TIE) project included an intensive 2-week inservice program provided during the summer of 1997, preceding the academic year during which the program was implemented. In September of 1997, children who had been receiving resource room services became fully included in regular classrooms with the appropriate supports, services, and supplementary staff. During July of 1998, an additional 2 weeks of staff training were provided to prepare teachers to continue the implementation of Project TIE during the 1998-1999 academic year. Project TIE resulted in 17 former resource room students experiencing a successful year in inclusive settings. Educators found the training to be beneficial, and student achievement, as judged by grades, was in all cases sufficient to warrant promotion to the next grade. The project also resulted in improved attendance and decreased disciplinary problems. Findings also indicate the project was not detrimental to instruction received by the general education students. Appendices include survey results. (Contains 13 references.) (CR)

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An Evaluation of Project TIE:

An Innovative Model Program of Inclusive Education

Paterson School District

Paterson, New Jersey

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Preface

In implementing any externally funded activity, a great deal of coordination and cooperation among various offices is necessary. This kind of competence and professionalism was always observable during this evaluation, and helped the evaluator "put meat" on the statistical bones of reporting outcomes.

The overall goal of this project was to include a group of special education 6th, 7th, and 8th grade children into regular education classes on a full-time basis. This goal was accomplished and numerous individuals should be credited. Certainly the principal of the Martin Luther King, Jr. School, Mr. Vincent Caramico, deserves credit for responding to a "request for proposal" that he knew would alter the status quo. In conjunction with Mr. Caramico, the teachers and staff at the Martin Luther King, Jr. School were enthusiastic and took a proactive position throughout the implementation of Project TIE. Particular recognition should be given to Mr. Savastano and Ms. Piccolo, the special education teachers who played a key role in assuring the success of this project.

Project managers Ms. Patricia DiGiaimo and Ms. Felisa Van Liew provided continual monitoring and facilitated the overall implementation of the project. They deserve particular credit for planning the in-service training sessions which not only provided additional skills, but also promoted enthusiasm among the teachers.

The philosophical commitment and vision of Ms. Marian Osborne, Director of Special Services, was crucial in securing the RFP that made Project TIE possible. Again, teamwork was critical, and Ms. Osborne delegated many details to Supervisor of Special Services Mr. Edwin Melendez. Dr. Gloria Hagopian deserves credit for formulation of the original evaluation design and collection of data on the initial training conducted in August 1997.

Finally, Ms. Mae Dailey, CSPD Coordinator and Project Officer, New Jersey State Department of Education provided encouragement and support throughout this project.

It has been a privilege to provide this evaluation of Project TIE.

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Introduction

In order for children in the Paterson School District to have greater opportunities for inclusion into regular classes, the school district responded to an RFP (Bureau of Fiscal Management and Grant Services, 1997) published by the New Jersey State Department of Education, under the authority of the Comprehensive System of Personnel Development (CSPD). This response was entitled "Toward Inclusive Education" (TIE). The philosophy of the program was anchored in a responsible inclusion model based on staff training, administrative support, and co-teaching assistance. A major project element included an intensive two-week in-service program provided during the summer of 1997, preceding the academic year during which the program was implemented. The actual school site of the project within the Paterson School District was selected on the basis of competitive proposals submitted by principals of various school buildings. Ultimately, the Martin Luther King, Jr. (MLK) School was chosen as the site for implementation of the project.

Program implementation began in September of 1997 and children who had been receiving Resource Room services became fully included in regular classrooms with the appropriate supports, services, and supplementary staff. During July of 1998, an additional two weeks of staff training was provided to prepare teachers to continue the implementation of Project TIE during the 1998-99 academic year.

Goals of the Project

The philosophy of maintaining students who are eligible for special education in regular education classes with all the necessary supports and services is an outgrowth of philosophical beliefs, federal policy development, and research in special education (Shinn, Powell-Smith, Good, & Baker, 1997). It is believed that educating students with their non-disabled peers not

only meets the requirements of the least restrictive placement, but also has positive academic and social benefits. Thus, in implementing Project TIE, the following goals (as outlined in the grant proposal Toward Inclusive Education Model Program for Children, 1997), were to be attained:

1. Increased academic achievement for students with disabilities in sixth, seventh, and eighth grades in the MLK School.
2. Improved attendance in sixth, seventh, and eighth grade students with disabilities in the MLK School.
3. Reduced disciplinary problems involving sixth, seventh, and eighth grade students with disabilities in the MLK School.
4. Increased participation in statewide testing by sixth, seventh, and eighth grade students with disabilities in the MLK School.
5. Increased graduation of students participating in Project TIE in the MLK School
6. Increased knowledge and awareness on the TIE program by disseminating information of its success within the Paterson district as well as at county, state, and national conferences.

Evaluation Strategy

It should be kept in mind that evaluation and action research differ from empirical research in that the latter requires the construction of true experimental designs in order to discover or validate various principles. Program evaluations, on the other hand, are designed to assist not only in determining the extent to which goals have been accomplished, but also in assessing the quality of those accomplishments. In this report, evaluation is conceived as representing a transactional endeavor between the evaluator and the stake holders to seek answers and to provide recommendations for continuation and continual improvement of the project.

In addition to the action research approach described above, accountability and assessment data will also be collected and analyzed, which will assist project managers related to the following:

1. **Impact assessment**: Have project goals been achieved?
2. **Coverage assessment**: What are the characteristics of the children who were enrolled in the program and what proportion did not complete the program?
3. **Service Delivery assessment**: Have anticipated services been provided?

Research Questions

To evaluate the overall effectiveness of Project TIE and assess the degree of attainment of Goals 1 through 6, the data obtained was used answer the following research questions. In some cases, the overall question was divided into sub-questions.

Question 1. - What are the participants perceptions of the effectiveness of the 10-day in-service training conducted from August 18 through August 29, 1997?

Question 1a. - What is the participants evaluation of the "Team Building Training" conducted on August 18, 1997?

Question 1b. - What is the participants evaluation of the "COMP Training" conducted on August 19 and 20, 1997?

Question 1c. - What is the participants evaluation of the "Discipline With Dignity Training" conducted on August 21 and 22, 1997?

Question 1d. - What is the participants evaluation of the "Wilson Reading Program Training" conducted on August 26 and 27, 1997?

Question 1e. - What is the participants evaluation of the "Inclusion Training" conducted on August 28, 1997?

Question 1f. - What is the participants evaluation of the "Technology Training" conducted on August 25, 1997?

Question 2. - What are the participants concerns regarding Project TIE as expressed on August 29, 1997, prior to the implementation of the project?

Question 3. - What are the characteristics of the children eligible for special education who were enrolled in Project TIE?

Question 4. - What is the educational status of the children enrolled in Project TIE at the conclusion of the 1997-98 academic year?

Question 5. - Did children eligible for special education who were enrolled in Project TIE manifest improved attendance rates?

Question 6. – Did disciplinary problems decrease among children enrolled in Project TIE

Question 7. - Did children eligible for special education and enrolled in eighth grade participate in the Early Warning Test?

Question 8. - What are the parent's perceptions of the success of Project TIE project at the conclusion of the 1997-98 academic year?

Question 9. - What were the effects of the bimonthly Project TIE meetings held among teachers participating in the project?

Question 10. - What is the Principal's assessment of the success of Project TIE?

Question 11. - What are the perceptions of faculty members participating in Project TIE regarding the overall success of the project at the end of the 1997-98 academic year?

Question 12. – What are the participants' perceptions of the effectiveness of the 10-day in-service training conducted from July 20 through July 31, 1998?

The Inclusive Schools Movement

Background

The origins of the inclusive schools movement have their roots in the overlap between students with mild disabilities and at-risk students who present behavior problems and show poor achievement. In 1986, Madeline Will, through speeches and articles, called for general educators to become more responsible for youngsters who were economically disadvantaged and/or bilingual, as well as for those eligible for special education. Will's proposals were labeled the "regular education initiative" (REI), and advocated an educational partnership in which general education and special education "cooperatively develop educational strategies for meeting those needs" (Will, 1986, p. 415).

Prior to Will's initiative, mainstreaming provided the means for integrating disabled children with their non-disabled peers. In this structure, disabled students were served in resource or self-contained classes, but attended art, music, gym, and perhaps a subject matter class together with non-disabled students. In this approach, special educators still maintained control and responsibility for the education of disabled children.

Proponents of the REI felt that mainstreaming did not meet the intent of requiring general educators to meet greater responsibility for the education of mildly handicapped pupils. Thus, the inclusive schools movement evolved. Moderate advocates of inclusion suggested a system whereby special education teachers would act as consultants or resources to regular class teachers. More extreme inclusionists called for the abolishment of special education (Laski, 1991; Stainback & Stainback, 1992), with regular educators assuming responsibility for all pupils, both disabled and non-disabled. It is correct that total separation between regular education and special education is not conducive to integration of disabled people into society,

yet the unique roles of regular educators and special educators must be acknowledged. The resolution of these dilemmas is currently being addressed in programs such as Project TIE and at the MLK School in Paterson.

Full Inclusion

The generally accepted definition of full inclusion is that all children with handicapping conditions are placed in their neighborhood schools in regular education classrooms for the entire day with general education teachers having the primary responsibility for children with disabilities. Important advocates of this philosophy include Laski (1992), Lipsky and Gartner (1987), and Stainback and Stainback (1984). These individuals believe that there should be no separate classes and that special education should be abolished. This extreme point of view equates special education with apartheid (Lipsky & Gartner, 1987)

The view expressed above has been countered by experts in education and psychology, who fear that the ultimate consequences of full inclusion will deny many children an appropriate education (Kauffman & Hallahan, 1995; Fuchs & Fuchs, 1994). The critics of full inclusion maintain that teachers are already overburdened with difficult-to-teach children and are no more prepared to teach children with special needs than they were when special education first came into existence. Also, the current emphasis on higher academic standards is contradictory to placing children with special needs into regular classes. This point of view does not represent negativism toward regular educators, but rather reflects the reality of the environment within which they teach.

Inclusion as Implemented through Paterson's Project TIE

Paterson responded to an RFP (Bureau of Fiscal Management and Grant Services, 1997) published by the New Jersey State Department of Education and was awarded Project TIE

through the resources provided by the CSPD of New Jersey. In general, the following practices and policies characterized Project TIE:

- a full continuum of placement options and services within each option
- appropriate professional development
- time for teachers to plan and collaborate on behalf of students
- special educator consultation and assistance to regular class teachers
- provision of instructional aides to respond to individual student needs

These practices closely followed the best practice guidelines outlined by the National Information Center for Children and Youth With Disabilities (1995). These factors create an environment for responsible inclusion versus a dump-and-hope philosophy, and include the following:

- Planning extensively for inclusion; planning should include those who will be involved with and affected by the inclusion plan. Provide time for collaborative planning, provide monitoring of overall inclusion effort.
- Establishing a philosophy that supports appropriate inclusionary practices which provide support for all students.
- Involving the principal as a change agent though providing a model of accepting disabled students and encouraging collaborative teaming.
- Involving parents since they have extensive knowledge of their child's personality, strengths, attitudes, and needs.
- Making adaptations: Adjustment and adaptations of environment, instruction, or materials may be necessary to allow participation in an activity.

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Analysis and Interpretation of the Data

The results of this evaluation are presented in a format which attempts to answer the research questions listed in the Introduction. A variety of quantitative as well as qualitative methods are used to answer the research questions, including a series of questionnaires (which can be found in the Appendices) developed expressly for this evaluation. The data was analyzed using the Statistical Package for the Social Sciences (SPSS), and Microsoft Excel spreadsheet software. Twelve individual research questions are answered in this study. The questions are discussed sequentially and the data pertaining to these questions are presented in the form of discussion and tables.

Question 1. - What are the participants perceptions of the effectiveness of the 10-day in-service training conducted from August 18 through August 29, 1997?

To answer this broad question, the different training sessions must first be considered individually. Each training session was evaluated at two separate times by the participants. Initial evaluation data was collected using an evaluation instrument (see Appendix A) administered to participants immediately following each session. The questions ask the participants to rate the training and presenter on a series of dimensions such as coverage, style, and timing. This data revealed participants' impressions of the training session's value in disseminating information relevant for implementing Project TIE in the classroom. To assess the participants' evaluation of the training as it was actually utilized by them in the classroom, a second evaluation was completed at the end of the 1997-98 academic year (see Appendix B for a copy of this instrument). On this instrument, participants were asked to rate their agreement with statements about the training's usefulness during the past academic year on a Likert-type scale of 5 (strongly agree) to 1 (strongly disagree). With this scale, the mean ratings indicate how useful

the training was, with higher ratings indicating more utility. The statements, along with mean rating and standard deviation, can be seen in Table 1.

Table 1. Means and Standard Deviations for Items on the Faculty Follow-Up Survey

Statement	Mean	SD	N
The Team Building Training...provided information which was helpful in implementing collaborative planning.	3.13	1.64	8
The Team Building Training...provided information which contributed to my competence in implementing Project TIE.	3.00	1.60	8
The COMP Training...increased my competency as a teacher in terms of classroom organizational skills.	5.00	0.00	8
The COMP Training...increased my classroom management abilities.	5.00	0.00	8
The Discipline With Dignity workshop...improved my ability to deal with disruptive or inappropriate student behavior.	3.13	0.83	8
The Discipline With Dignity workshop...enabled me to better manage the classroom.	3.29	0.95	7
[The] workshop on technology was beneficial in attaining the overall goals of Project TIE.	3.57	1.27	7
The training on lesson modifications and other instructional strategies...improved my ability to teach all students.	4.25	1.04	8

Note: Administered to Project TIE faculty in June 1998

Likert Scale: 5 totally agree, 4 somewhat agree, 3 not sure, 2 somewhat disagree, 1 totally disagree

Question 1a - Evaluation of the "Team Building Training". This session was presented by Dr. Meltzer, and 13 participants provided evaluation. The data regarding the initial evaluation of the training can be found in Table 2. The participant's evaluation of this session can be clearly summed up in one narrative comment contained in the raw data which stated, "I felt that the information given was very purposeful and I use it to my advantage." In general, it

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Table 2. Team Building Training Initial Evaluation Summary

Question	Response	Percent
Coverage	Narrow	9
	About Right	18
	Broad	73
Organization	Good	91
	Average	9
	Poor	0
Level	Easy	0
	About Right	100
	Difficult	0
Expertise on Topic	Excellent	75
	Good	25
	Average	0
	Poor	0
Presentation Style	Excellent	58
	Good	25
	Average	17
	Poor	0
Overall Performance	Excellent	67
	Good	33
	Average	0
	Poor	0
Given the time, the amount of material was...	Excessive	33
	Appropriate	67
	Insufficient	0
Did the training meet your objectives or needs?	Fully	50
	Partially	42
	Minimally	8
Were the facilities comfortable and appropriate?	Fully	67
	Somewhat	33
	Minimally	0

was felt that the session was very well organized and utilized an appropriate mode of presentation in terms of volume and pacing of materials. Ninety-one percent of the participants felt that the general organization of the training was "good," which was the highest rating available. The ratings for expertise, presentation style, and overall performance, which were "graded" A, B, C or D, can be converted to numerical equivalents on a four-point scale (i.e., A =

4, B = 3, C = 2, and D = 1) for analysis. According to this scoring system, the session presenter averaged 3.8 (SD = .43) for expertise, 3.4 (SD = .79) for style, and 3.7 (SD = .72) for overall performance. Thus, the presenter and training were both well-received by the participants.

The follow-up evaluation regarding the benefits of the Team Building training for actual implementation of the project, however, was less positive. The participants were asked if the training was helpful in implementing collaborative planning and also if it contributed to the implementation of the project. There was very mixed agreement on these issues; some teachers found the training useful whereas others did not. This is reflected in the relatively large standard deviations. Average agreement with the statements was 3.13 (SD = 1.64) for "helpful in implementing collaborative planning", and 3.00 (SD = 1.60) for "it contributed to the implementation of the project" (See Table 1.). Written comments indicated that the information presented in this training was "repetitive and didn't offer new information of techniques" and that "there was no follow-up".

Question 1b - Evaluation of the "COMP Training". Quantitative information regarding the participants' immediate perception of the success of this training is contained in Table 3. Most noteworthy is that 100% of the respondents felt that this training fully met their training objectives and needs. In addition, 100% of the respondents rated the general organization as "good," which was the highest rating available. Moreover, the narrative comments contained in the raw data were unanimous in the degree of satisfaction expressed with this two-day workshop. for example, one respondent said "This workshop was wonderful...I consider the information extremely useful." In terms of the presenter's expertise, style and overall performance, the ratings could not have been higher, with means of 4.0 (all SD's = .00) on all three dimensions. That is, every participant rated this presenter as "excellent" on these dimensions.

Table 3. COMP Training Initial Evaluation Summary

Question	Response	Percent
Coverage	Narrow	8
	About Right	50
	Broad	42
Organization	Good	100
	Average	0
	Poor	0
Level	Easy	31
	About Right	69
	Difficult	0
Expertise on Topic	Excellent	100
	Good	0
	Average	0
	Poor	0
Presentation Style	Excellent	100
	Good	0
	Average	0
	Poor	0
Overall Performance	Excellent	100
	Good	0
	Average	0
	Poor	0
Given the time, the amount of material was…	Excessive	15
	Appropriate	77
	Insufficient	8
Did the training meet your objectives or needs?	Fully	100
	Partially	0
	Minimally	0
Were the facilities comfortable and appropriate?	Fully	85
	Somewhat	15
	Minimally	0

The follow-up evaluation was just as positive. As seen in Table 1, the participants all strongly agreed with the statement that the COMP Training increased their competency as a teacher in terms of classroom organization skills ($\underline{M}$ = 5.00, $\underline{SD}$ = .00), as well as the statement that the training increased their classroom management skills ($\underline{M}$ = 5.00, $\underline{SD}$ = .00). Representative written comments include "very practical, down-to-earth information to help the

classroom run smoother" and "[the] COMP book was a very valuable tool throughout the school year".

Question 1c - Evaluation of the "Discipline With Dignity Training". The responses to the questionnaire items from the initial evaluation are contained in Table 4. In terms of organization, 85% of the respondents rated it as "good," which was the highest rating available. It should be noted that in regard to this training program, some respondents were apparently mildly dissatisfied. These individuals thought that the training minimally met their needs (8%), the organization of the presentation was poor (17%), and that the material was difficult (8%). There were no narrative comments that would lend insight to this apparent dissatisfaction. This may reflect the natural inclination not to provide negative comments to outside guests. In fact, the only narrative comments provided were positive in nature, as follows: "The information provided was very useful and I really learned a lot;" "More time should be given;" and "Invite him back." However, despite the undercurrent of dissatisfaction, a majority of respondents indicated that they thought that the information would be useful and beneficial. This is evident in the ratings of the presenter's expertise, style and overall performance. When converted to the numerical grade equivalents, the mean ratings were 3.8 (SD = .38) for expertise, and 3.4 for both presentation style and overall performance (both SD's = .77).

The one year follow-up evaluation was more in agreement with the minority of the initial evaluations rather than the majority. The teachers' mean agreement (See Table 1.) that this training improved their ability to deal with disruptive behavior was 3.13 (SD = .83) and the mean agreement that the training enabled them to better manage the classroom was 3.29 (SD = .95). Both of these ratings indicate that the teachers felt that this training did not have a great impact on implementing Project TIE in the classroom. Furthermore, the low standard deviations

Table 4. Discipline With Dignity Initial Evaluation Summary

Question	Response	Percent
Coverage	Narrow	0
	About Right	64
	Broad	36
Organization	Good	83
	Average	0
	Poor	17
Level	Easy	17
	About Right	75
	Difficult	8
Expertise on Topic	Excellent	85
	Good	15
	Average	0
	Poor	0
Presentation Style	Excellent	54
	Good	31
	Average	15
	Poor	0
Overall Performance	Excellent	54
	Good	31
	Average	15
	Poor	0
Given the time, the amount of material was...	Excessive	23
	Appropriate	69
	Insufficient	8
Did the training meet your objectives or needs?	Fully	69
	Partially	23
	Minimally	8
Were the facilities comfortable and appropriate?	Fully	50
	Somewhat	25
	Minimally	25

indicate a high level of consistency across the respondents in this opinion. Written comments regarding the Discipline With Dignity training further support this interpretation. For example, one respondent wrote, "His ideas work well on paper, but in the 'real' classroom setting, they don't always take care of the problem." Another wrote " very little specifics when dealing with 'city-kids.' Most ideas were already known and used by seasoned teachers. [The presenter]

seemed to dodge some questions when asked to react to specific situations," while another respondent simply wrote "not realistic."

Question 1d. - Evaluation of the "Wilson Reading Program Training". The responses summarized in Table 5 indicate that the organization of the training was perceived as "good," which was the highest rating available, by 91% of respondents. Similarly, an extremely high degree of satisfaction was expressed in relation to the level of difficulty of the training, with 91% responding "about right" and the time allotted for the training, with 91% responding "appropriate." In the narrative comments, a high degree of interest was expressed in this approach to reading instruction, as well as a desire to implement this program. Representative comments include: "I hope to use this;" " I learned something I didn't know;" and "There was a lot of good information. However, it would have been nice for them to model an entire lesson". The presenter was also rated highly on expertise (M = 4.0, SD = .00), presentation style (M = 3.5, SD = .69), and overall performance (M = 3.6, SD = .50). This training was not evaluated again at the end of the 1997-98 academic year because it had not been implemented.

Question 1e. - Evaluation of the "Inclusion Training". Overall, the participants were extremely satisfied with this training, which focused on the adaptation of lessons to a class in which students eligible for special education were in attendance. Examination of Table 6 will reveal that 100% of the participants felt that the presenter's expertise on the topic, presentation style, and overall performance was excellent. When converted to numbers, the average was 4.0 (all SD's = .00) for each of the three dimensions. Furthermore, 82% of the participants felt that the training fully met their objectives and needs. The narrative comments were also overwhelmingly positive. Samples are: "The presenter was excellent;" "A very good workshop, energetic instructor and creative, bring him back;" "This was another great workshop, it was fun

Table 5. Wilson Reading Program Training Initial Evaluation Summary

Question	Response	Percent
Coverage	Narrow	9
	About Right	45
	Broad	45
Organization	Good	91
	Average	9
	Poor	0
Level	Easy	9
	About Right	91
	Difficult	0
Expertise on Topic	Excellent	100
	Good	0
	Average	0
	Poor	0
Presentation Style	Excellent	64
	Good	27
	Average	9
	Poor	0
Overall Performance	Excellent	64
	Good	36
	Average	0
	Poor	0
Given the time, the amount of material was…	Excessive	0
	Appropriate	91
	Insufficient	9
Did the training meet your objectives or needs?	Fully	73
	Partially	9
	Minimally	18
Were the facilities comfortable and appropriate?	Fully	55
	Somewhat	45
	Minimally	0

Table 6. Inclusion Training Initial Evaluation Summary

Question	Response	Percent
Coverage	Narrow	0
	About Right	70
	Broad	30
Organization	Good	100
	Average	0
	Poor	0
Level	Easy	40
	About Right	60
	Difficult	0
Expertise on Topic	Excellent	100
	Good	0
	Average	0
	Poor	0
Presentation Style	Excellent	100
	Good	0
	Average	0
	Poor	0
Overall Performance	Excellent	100
	Good	0
	Average	0
	Poor	0
Given the time, the amount of material was...	Excessive	0
	Appropriate	100
	Insufficient	0
Did the training meet your objectives or needs?	Fully	82
	Partially	18
	Minimally	0
Were the facilities comfortable and appropriate?	Fully	27
	Somewhat	55
	Minimally	18

and a learning experience. We got to participate with [the presenter], which was great." The most encouraging comment of all provides the clearest summary of how the participants felt: "The information was very useful. I can't wait to get into the classroom in September."

The follow-up evaluation reflected the teacher's initial impressions of the value of this training. Mean agreement when asked if they agreed that this training improved their ability to

teach all students was 4.25 (SD = 1.04), indicating that this training was important in implementing Project TIE (See Table 1.). Representative comments on the follow-up evaluation include "An excellent experience for both counterparts of the co-operative teaching team, he is also a lot of fun;" "Good ideas – very animated and clever lessons help to attract the attention of most students. I found some ideas were applied to my strategies;" and "Very good and refreshing. [The presenter] provided all of us with valuable strategies and techniques."

Question 1f. - Evaluation of the "Technology Training". The initial evaluation data for this training session was missing and therefore could not be analyzed. The one year follow-up evaluation asked participants to rate how much they agreed with the statement that the technology training "was beneficial in attaining the goals of Project TIE". The mean agreement with this statement was 3.57 (SD = 1.27) (See Table 1.). The relatively large standard deviation again indicates mixed opinion on this training. Written comments regarding this training seemed to indicate that the participants felt that more training, in terms of both information and time to practice the skills developed by the session, was needed. For example, one participant wrote "The one session was too isolated. We were allowed to experiment with some programs but not enough information (or time) to become informed," and another wrote "I need more training – workshop was too short for all the info". Another participant was frustrated by the difficulty in implementing the training, "Computers came late and programs for the computers never came at all, so the efforts of [the trainer] proved futile".

Question 2. - What are the participants concerns regarding Project TIE as expressed on August 29, 1997, prior to the implementation of the project?

A copy of the pre-implementation staff survey is in Appendix C. In general, the teacher's responses to this questionnaire revealed an open-mindedness toward the TIE concept and a willingness to implement the project. These attitudes are most clearly reflected in Item 27, where 82% of the respondents stated a desire to coordinate their efforts with others to maximize the grant's effect Also, responses to Item 24 indicated that 74% of the teachers desired to stimulate their students interest and participation in the project. Demographic information regarding the age, gender, race and work experience of the respondents is contained in Table 7.

Table 7. Demographic Characteristics of Respondents to Pre-Implementation Survey

Characteristic	Response	Percent
Gender	Male	35
	Female	59
	No Response	6
Ethnicity	African-American	35
	Hispanic	6
	White	47
	No Response	12
Work Experience	1-2 Years	6
	3-5 Years	24
	6-10 Years	0
	11-15 Years	18
	16-20 Years	12
	Over 21 Years	29
	No Response	12
Age	21-25	12
	26-30	6
	31-35	12
	36-40	12
	41-45	6
	46-50	29
	51-55	0
	Over 55	12
	No Response	0

NOTE: Percents may not sum to 100 due to rounding.

Question 3. - What are the characteristics of the children eligible for special education who were enrolled in Project TIE?

A total of 19 Hispanic and African-American English-speaking students from Grade 6 (n = 10), Grade 7 (n = 6), and Grade 8 (n = 3) initially participated in Project TIE. Previously, all of the students had been enrolled in a resource room. These students were all eligible for special education and met the criteria of "Perceptually Impaired" as defined in the New Jersey Special Education Administrative Code (1998).

In order to measure the status of the students enrolled in the project, the Mini-Battery of Achievement (MBA) (Woodcock, McGrew, & Werder, 1994) was administered to all students in September or early October, 1997. The MBA has four subtests: reading, mathematics, writing, and factual knowledge. The mathematics subtest was not administered. The reading test measures word recognition, comprehension, and vocabulary. The writing skills subtest measures spelling, punctuation usage, and proofing skills. Finally, the factual knowledge subtest assesses general information in science, social studies, and the humanities, with no reading required. The MBA contains a computer program that is used to obtain derived scores and a one page narrative report.

The students enrolled in Grade 6 showed a mean grade equivalent (GE) achievement of 3.25 GE (SD = 1.18) in reading. Writing achievement was measured at the 2.78 GE (SD = .76), while factual knowledge was at the 3.24 GE (SD = 1.34). Table 8 shows each subject's grade at the time of testing, GE, percentile rank (PR), standard score (SS), and the standard error of measurement (SEM).

Students enrolled in Grade 7 had a mean reading achievement GE of 4.62 (SD = 1.65). Writing achievement was measured at the 3.97 GE (SD = 1.27), while factual knowledge was at

Table 8. Individual Grade 6 MBA Test Results

Reading

Student	Grade	GE	PR	SS	SEM
6a	6.0	2.0	1	56	4
6b	6.0	1.8	1	50	4
6c	6.1	2.7	2	68	4
6d	6.1	3.0	4	74	4
6e	6.1	4.5	25	90	4
6f	6.1	2.0	1	56	4
6g	6.1	5.4	39	96	4
6h	6.1	3.9	14	84	4
6i	6.1	3.4	8	79	4
6j	6.1	3.8	13	83	4

Writing

Student	Grade	GE	PR	SS	SEM
6a	6.0	3.1	6	77	4
6b	6.0	2.0	1	62	4
6c	6.1	2.4	2	68	4
6d	6.1	1.6	1	52	4
6e	6.1	3.4	10	81	4
6f	6.1	3.0	5	75	4
6g	6.1	4.0	18	86	4
6h	6.1	2.2	1	65	4
6i	6.1	2.5	2	70	4
6j	6.1	3.6	13	83	4

Factual Knowledge

Student	Grade	GE	PR	SS	SEM
6a	6.0	3.5	13	83	4
6b	6.0	2.6	5	76	4
6c	6.1	4.9	30	92	4
6d	6.1	3.5	12	82	4
6e	6.1	3.5	12	82	4
6f	6.1	4.4	23	89	4
6g	6.1	4.9	30	92	4
6h	6.1	0.9	1	57	4
6i	6.1	1.6	1	65	4
6j	6.1	2.6	5	75	4

the 3.65 GE (SD = 1.79). Table 9 shows each subject's individual test results. Initially, there were three subjects at the eighth grade level who were enrolled in Project TIE. Shortly after the MBA testing, one student withdrew from the Paterson School District. Table 10 shows the MBA

Table 9. Individual Grade 7 MBA Test Results

Reading					
Student	Grade	GE	PR	SS	SEM
7a	7.1	7.1	50	100	5
7b	7.1	4.2	12	82	5
7c	7.1	2.3	1	58	5
7d	7.1	5.6	30	92	5
7e	7.1	4.8	19	87	5
7f	7.1	3.7	6	77	5
Writing					
Student	Grade	GE	PR	SS	SEM
7a	7.1	3.6	7	78	4
7b	7.1	3.7	8	79	4
7c	7.1	2.9	2	70	4
7d	7.1	5.2	25	90	4
7e	7.1	5.8	34	94	4
7f	7.1	2.6	2	70	4
Factual Knowledge					
Student	Grade	GE	PR	SS	SEM
7a	7.1	5.6	30	92	4
7b	7.1	2.2	1	67	4
7c	7.1	1.9	1	64	4
7d	7.1	3.5	7	78	4
7e	7.1	6.1	37	95	4
7f	7.1	2.6	2	70	4

results for the remaining two students. The mean GE achievement for these students was 6.2 (SD = .71) in reading, 4.5 (SD = 1.41) in writing, and 4.2 (SD = .99) in factual knowledge. Eventually, one of these students transferred in mid-year, leaving only one eighth grade student to complete the TIE program.

The evaluation of Project TIE did not allow for the comparison of achievement levels of the non-disabled regular class students with the children enrolled in the project. However, if the Project TIE students are examined on their own, the sixth grade students generally showed a lag

of three years in the three subtest that were administered. The seventh grade students showed a lag of about three years on the reading and writing subtests, but more nearly a 3.5 year lag in factual knowledge. The two eighth grade students showed reading achievement at a mid-sixth grade level and mid-fifth grade level, but with writing and factual knowledge achievement lagging 3 to 4 years below grade level. Overall, these results support the need of these students

Table 10. Individual Grade 8 MBA Test Results

	Student	Grade	GE	PR	SS	SEM
Reading						
	8a	8.1	6.7	34	94	4
	8b	8.1	5.7	23	89	4
Writing						
	Student	Grade	GE	PR	SS	SEM
	8a	8.1	3.5	4	74	4
	8b	8.1	5.5	21	88	4
Factual Knowledge						
	Student	**Grade**	**GE**	**PR**	**SS**	**SEM**
	8a	8.1	3.5	5	75	4
	8b	8.1	4.9	14	84	4

for intensive in-class support if they are to experience success in a regular class setting.

Question 4. - What is the educational status of the children enrolled in Project TIE at the conclusion of the 1997-98 academic year?

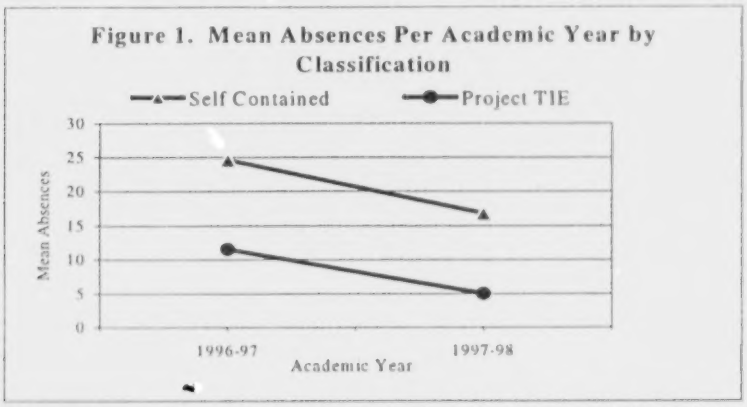
Overall, the performance of students enrolled in Project TIE did not deteriorate. Prima facie evidence of the success of the program can be found in the fact that all students in the project were successful in being promoted to the next grade level and the student enrolled in Grade 8 passed the Early Warning Test. Also, improved attendance and decreased disciplinary problems provide evidence that students enjoyed school to a greater degree than previous to Project TIE.

Question 5. - Did children eligible for special education who were enrolled in Project TIE manifest improved attendance rates?

This question was addressed by analyzing the mean number of days absent between the 1996-97 academic year, before Project TIE was implemented, and the 1997-98 academic year, the first year of the project for both students in Project TIE and self-contained special education classes. This was done using a mixed-factors analysis of variance, with class assignment (to either Project TIE or a self-contained class) as the between-subjects factor and academic year (either 1996-97 or 1997-98) as the within-subjects factor. The data was collapsed across grades due to the low numbers of students (especially in eighth grade) receiving services. This analysis found a significant effect of class assignment, F (1,23) = 9.40, p = .005. Students enrolled in Project TIE (M = 8.26, SD = 5.47) were absent significantly less than students assigned to the self-contained special education classes (M = 20.69, SD = 15.00.) The main effect of academic year was also significant, F (1,23) = 5.01, p = .035. Over both class assignments, students were absent significant more times in the 1996-97 academic year (M = 15.72, SD = 17.16.) than the 1997-98 academic year (M = 8.76, SD = 7.42.). The interaction of class assignment with academic year was not significant, F (1,23) = .04, p = .836.

However, given the importance of comparing attendance between the class assignments for the evaluation of the impact of Project TIE, this interaction was analyzed further. The pattern of means relevant to this interaction is presented in Figure 1. As can be seen by examining the figure, both class assignments showed a decrease in the number of days absent. Although large, the difference between the mean number of days students assigned to a self-contained class in 1996-97 were absent (M = 24.63, SD = 25.34) was not significantly greater than the mean

number of days the Project TIE students were absent (M = 11.53, SD = 10.11), t(23) = 1.87, p = .074. It should be noted that this comparison is for the year before Project TIE was implemented. For the year Project TIE was implemented (1997-98), the students assigned to Project TIE were absent (M = 5.00, SD = 4.06) significantly less than the students in a self-contained special education classes (M = 16.75, SD = 6.61), t(23) = 5.51, p < .001. Thus, students enrolled in Project TIE missed significantly less school during project implementation than their peers in self-contained special education classes.



Question 6. - Did disciplinary problems decrease among children enrolled in Project TIE

As in-school suspensions are one way that teachers and administrators can respond to discipline problems, tracking this statistic should shed light on the effect of Project TIE in reducing disciplinary problems. The number Project TIE students receiving more than one in-school suspension for 1996-97 was 8, while only 3 students received more than one in-school suspension in 1997-98. A chi-square Test of Association indicated that in-school suspension and school year were marginally related, $\chi^2 = 3.36$, p = .07. Thus, while there was a decrease in the number of in-school suspensions during implementation of Project TIE, the decrease was not significantly related to the presence of Project TIE. One possible cause for the lack of significance is a floor effect; both the number of students enrolled in Project TIE and the number of suspensions are low.

Question 7. - Did children eligible for special education and enrolled in eighth grade participate in the Early Warning Test?

During the 1996-97 academic year, 100% of the 8th grade students enrolled in the Resource Room program at MLK School were exempted from the Early Warning Test. As a result of Project TIE, 100% (n = 2) of 8th grade students were administered the Early Warning Test. These students received the accommodations of having extended time and having portions of the test read by the in-class support teacher, Mr. Savastano. With these accommodations, the students were able to satisfactorily pass the Early Warning Test.

Question 8. - What are the parent's perceptions of the success of Project TIE at the conclusion of the 1997-98 academic year?

On the evening of June 10, 1998, a culminating activity was held for the TIE students and their parents or caregivers. Activities included remarks by Mr. Melendez, Supervisor of Special Services, Mr. Conforth, Vice Principal of MLK School, Project Managers Ms. Van Liew and Ms. DiGiaimo, and special education teachers Ms. Piccolo and Mr. Savastano, who presented awards. In addition, evaluation data was gathered from the parents by the Project Evaluator using the questionnaire found in Appendix D. The parent's ratings of the ten items contained on the scale showed an extremely high degree of satisfaction and enthusiasm for the project. The statements, along with the mean standard deviation, can be found in Table 11.

Table 11. Means and Standard Deviations for Items on Parent Satisfaction Survey

Statement	Mean	SD	N
Project Tie was successful in meeting the academic needs of my child.	4.82	0.40	11
Project TIE provided my child increased opportunities for social involvement with regular education classmates.	4.82	0.40	11
As a result of Project TIE, my child's attitude toward attending school has improved.	4.36	0.50	11
During the past year, my child's attitude toward homework has improved.	4.55	0.69	11
My child's academic needs were fully supported in Project TIE.	4.82	0.40	11
My child's social skills have benefited as a result of Project TIE.	4.73	0.47	11
Overall, as a result of Project TIE, my child is receiving better educational services.	4.91	0.30	11
I feel more involved in my child's education as a result of Project TIE.	4.82	0.60	11
I feel my child has exhibited better behavior in school as a result of Project TIE.	4.60	0.52	10
I have experienced greater communication regarding my child's progress as a result of Project TIE.	4.80	0.42	10

Likert Scale: 5 totally agree, 4 somewhat agree, 3 not sure, 2 somewhat disagree, 1 totally disagree

An examination of the narrative comments (presented in Table 12) showed that these parents perceived wide-ranging improvement in their children, including improved attitude toward school and classmates, greater opportunities for individualized instruction, and greater communication with staff concerning their child's progress. In addition, the parents felt that the overall quality and quantity of instruction to their children had improved relative to their placement in a more restrictive environment. Another interesting finding from the comments reflected the value of inclusion in relation to the social aspects of the educational environment. These parents clearly felt that the social interactions available in the general classroom were an important factor in an inclusive environment.

Table 12. Representative Written Comments from Parents of Children Enrolled in Project TIE Contained on the Parent Satisfaction Survey

What I liked best about Project TIE:
❖ The one-on-one attention, care, and love from the staff of TIE and MLK.
❖ That [my child's] attitude's [better] and he gets along with his classmates better.
❖ They help you when you need help.
❖ His attitude at home is much improved.
❖ The children are included in regular class activities instead of being separated.
❖ The in-depth teaching program to assist my child in his endeavor to become a proficient student with dignity and grace.
❖ The best thing about Project TIE is that they really help kids and work hard with them. Thanks to all the staff.
❖ More individualized attention given to my daughter. more involvement with me and my daughter.
❖ Individualized attention when needed and open communication with teachers regarding my child's progress.
❖ It's working for my child.
Suggestions to improve Project TIE:
❖ I am glad about this project because he does his homework in reading a lot better.
❖ I hope to see more of the project given.
❖ There's a need for more teachers
❖ …the program to be continued. Helpful for me and my daughter. More translation and instruction in Spanish.
❖ I would like to see more parent involvement. The only events for TIE were the opening and closing. For instance, educating parents in depth about the children on what to do at home to build upon what TIE has begun.

Question 9. - What were the effects of the bimonthly Project TIE meetings held among teachers participating in the project?

Regular bimonthly planning meetings chaired by Ms. Piccolo were held to monitor and evaluate the implementation of Project TIE. A schedule of these meetings is contained in Appendix E. Based upon Dr. Urban's review of the minutes of these meetings and an interview with Ms. Piccolo, the meetings revolved around solving problems and making adjustments as necessary. Ms. Piccolo's summary statement is illustrative of the value of these meetings, "[We] never had time to talk. This built-in time to talk. The meetings were invaluable".

Question 10. - What is the Principal's assessment of the success of Project TIE?

Mr. Vincent Caramico, principal of MLK School, summed up his assessment of Project TIE in the June 1998 issue of the TIE News. In a letter to the parents of students enrolled in Project TIE, he stated the benefits of the project as follows:

"1. Self-esteem of Special Education students restored by being part of the regular education classes.

2. Special Education teacher and Instructional Assistant available in the regular class setting to capture the 'teachable' moment.

3. Home School Liaison person to address attendance patterns.

4. Regular bimonthly meetings with staff and administration top address various strategies.

5. Greater parental involvement on a more regular basis.

6. Valuable staff development during summer recess."

Principal Caramico also noted in his evaluation that an additional resource teacher was needed.

Question 11. - What are the perceptions of faculty members participating in Project TIE regarding the overall success of the project at the end of the 1997-98 academic year?

Project TIE faculty were asked their opinions regarding the success of the project by means of the follow-up questionnaire found in Appendix B. This instrument asked the participants to rate their agreement with a series of statements regarding the project, with higher ratings signifying greater agreement. The questions, with mean agreements and standard deviations, are included in Table 13. Overall, faculty opinions were generally positive toward

Project TIE. The lowest rating was in regard to the success of the program changes in the classroom. The mean for this item was 3.88, yet near the point on the scale indicating "somewhat agree". The standard deviation indicates that this opinion was fairly widespread. The Project TIE faculty members were also able to provide comments to the ratings presented above. These comments are provided in Table 14.

Table 13. Means and Standard Deviations for Items on the Faculty Follow-Up Survey

Statement	Mean	SD	N
My role in the classroom has changed as a result of Project TIE.	4.13	0.83	8
My role in the classroom has changed because of the presence of another teacher in the classroom.	4.25	0.89	8
The presence of students with disabilities has not affected the quantity of instruction received by the other (non-disabled) students	4.13	1.46	8
Program modifications/strategies/interventions used to support students with disabilities in your classroom were successful.	3.88	0.64	8
If I had it to do over again, I would volunteer for project TIE.	4.13	0.83	8
The inclusion of Project TIE students benefited them socially as compared to a more restrictive environment.	4.86	0.38	8

Likert Scale: 5 totally agree, 4 somewhat agree, 3 not sure, 2 somewhat disagree, 1 totally disagree

Faculty also responded to several open-ended questions. The questions and comments are included in Table 15. The most common suggestion for improvement made by faculty was for to increase training and support. Other improvements include keeping and/or increasing the staff (resource persons, classroom aides, and/or teacher assistants), and increased administrative support. These suggestions coincide with advice the teachers would offer to others dealing with inclusion in general education classes. Training, support, and teamwork were frequently by respondents mentioned as important for the success of inclusive classrooms. As for the social

Table 14. Representative Written Comments by Faculty Members to Rating Questions on the Project TIE Faculty Follow-Up Survey

My role in the classroom has changed as a result of Project TIE:
❖ I team taught and my ideas were important. ❖ TIE brought workshops, computers, instruction, aid (classroom) – much needed resources for teaching. ❖ I collaborate with other teachers – this is a positive approach and helps me to teach in a more productive way.
My role in the classroom has changed because of the presence of another teacher in the classroom:
❖ Ideas are plentiful. ❖ I think that the students saw me as the "lead" teacher & depended on the other teacher as a reinforcement. They stopped asking me questions. ❖ Support staff was wonderful. ❖ Very beneficial having another hand to stir the pot, especially when students needed extra attention. A wonderful experience!
The presence of students with disabilities has not affected the quality of instruction received by other (non-disabled) students:
❖ To some extent, curriculum had to be modified to meet needs of TIE students. ❖ The non-disabled/nonclassified students did not seem to mind or care. I think they enjoyed the mix and recognized TIE students are not "too different" from them. ❖ The classroom aid was the only reason the instruction of other students was not affected. In the same situation without an aid, the TIE students would have demanded so much of my time that the other students would have fallen behind. ❖ The behavior of most students was good. However, some students with behavior problems really disrupted the class and often deterred me from the teaching task at hand. this was extremely detrimental to the rest of the class.
Program modifications/strategies/interventions used to support students with disabilities in your classroom were successful:
❖ In most cases. Students still fell behind in written work and testing. ❖ I am concerned that these modifications and strategies create a false impression as far as the academic status of the child.
If I had it to do over again I would volunteer for Project TIE:
❖ My feelings are mixed. The concept is great and I applaud the two women who wrote the grant. However, the leadership of [others] was lacking and that diminishes morale. ❖ Absolutely!! Wonderful experience. ❖ I am willing to try anything that might be helpful to students. The data on the effectiveness of the program is not complete
The inclusion of Project TIE students benefited them socially as compared to a more restrictive environment:
❖ Life is an inclusive environment. the more students can be included, the better their chances of being successful in life. ❖ I don't feel it made much difference. They are aware of their classification and didn't necessarily behave in a better way. It probably helped them more academically.

benefits of inclusion for students eligible for special education, the written comments were nearly unanimous. Teachers overwhelmingly stated that they saw these children benefit socially. the one exception noted that those who did not seem to benefit were removed from the program.

Table 15. Representative Written Comments from Teachers Involved in Project TIE at the Conclusion of the 1997-98 Academic Year

Recommendations to improve Project TIE.
❖ Additional support in the classroom. Perhaps even a resource person for each grade level.
❖ More computer workshops.
❖ Keep the teacher assistant in the class with the regular teacher.
❖ Have a more specific plan for grading when modification of curriculum is implemented.
❖ Keep the classroom aides! This program will not function without them.
❖ I think some pullout is necessary.
❖ Have more administrative involvement. Although the in-school project managers were excellent, additional administrative support is necessary.
❖ Stay on the present course – gradually include more staff training – continue training.

Were there children that did not benefit socially?
❖ No, I feel that all the students benefited. They were part of every class, and did not miss any information from those classes.
❖ No.
❖ Yes, some students were taken out of the program because they did not benefit. They were placed in a self-contained class.
❖ No.
❖ None that I am aware of.

What advice would you offer to others attempting to include students with disabilities in general education classes?
❖ Training, dedication, and support.
❖ The lead teacher should not be solely responsible for modifying lessons. Modification should be a team effort.
❖ I cannot stress enough the role of the classroom aide. I cannot see this program functioning without one. A teacher alone could never handle the demands of included TIE students with regular students. Someone would lose.
❖ Patience and understanding. I never had a class with so many discipline problems. This had to be addressed first before any real teaching could be done. Once a routine was established, it was important to have assistance with providing one-on-one or small group instruction to those students with extreme special needs.

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Question 12. – What are the participant's perceptions of the effectiveness of the 10-day in-service training conducted from July 20 through July 31, 1998?

The analysis of the data relevant to this question is presented in Appendix F and is broken down by the specific training sessions.

Discussion

Because Project TIE utilized a multifaceted program of responsible inclusion, it is difficult to attribute its success to any single component. Nevertheless, the results support the conclusion that in-class special education services can produce improved attitudes on the part of the children toward school, as manifested in improved behavior and attendance. All pupils, both general education and special education, benefited from the inservice training provided to the teachers. Students will now be required to take the Early Warning Test along with their peers, with appropriate accommodations. In general, parents were positive about inclusion and felt it met the academic needs of their children. Teachers were afforded the opportunity to attend regularly scheduled bimonthly meetings to discuss and resolve issues related to the implementation of the project.

It should be noted that for students with serious academic deficiencies, one year is a short time to alleviate difficulties that have accumulated over many years. Continued implementation of the project should provide a valid test of its effectiveness. An additional issue that should be addressed is the provision of direct instruction in areas of specific weakness, such as reading. Because of scheduling demands, it was not possible to implement the Wilson Reading Program during the first year of the project. An issue yet to be decided is how reading instruction should be provided to students experiencing extreme difficulties.

Another crucial consideration in assessing the effectivencss of the project is that teachers may require more than one year to master the skills necessary to modify their lessons and add to their repertoire of classroom management techniques. This consideration was reiterated by feedback regarding the needs for continuing successful inclusion during Dr. Urban's presentation of the preliminary evaluation report to Project TIE faculty and staff on July 28, 1998. At this session, the teachers and teacher assistants exhorted Dr. Urban to clearly "send the message to administrators" that one year of preparatory activity was insufficient and that the continuation and ongoing involvement and consultation with teachers would be necessary to make inclusion work. Obviously, some resource needs will diminish, but any school reform requires ongoing leadership. Additional techniques of collaboration and consultation will undoubtedly play a role in the continued success of an in-class support model and will have to be developed and refined to meet emerging problems.

Conclusion and Recommendation

Project TIE resulted in 17 former resource room students experiencing a successful year in inclusive settings. Student achievement, as judged by grades, was in all cases sufficient to warrant promotion to the next grade. The project was not detrimental to instruction received by the general education students as well.

The results of this evaluation clearly show that an in-class support model of special education services can be a feasible alternative to more restrictive settings. Additional follow-up and evaluation of pupil progress is strongly suggested as one year may not be enough time for the full effectiveness of the project to be seen. Also, both the quality and quantity of in-class support services is crucial in assuring successful student participation. It is recommended that an

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additional in-class support teacher be assigned to Project TIE students and that the two teacher assistants be retained.

Finally, it is worth mentioning that this evaluation was carried out in a natural setting and therefore the conclusions are inherently limited. For example, the generalizability of the findings is limited in that random assignment of children to participation in Project TIE was not possible. Similarly, the principal and teachers were volunteers and may not be representative of all teachers in the schools. Furthermore, the contributions within the classroom in terms of the effectiveness of in-class support and the quality of instruction provided by the general class teacher are intertwined and cannot be separated. In spite of these limitations, Project TIE clearly demonstrated that a multifaceted in-class support model can be a viable alternative to more restrictive special education delivery systems.

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Appendix A

Initial Evaluation Instrument For Summer 1997 Training.

39314

Directions: Please, complete this evaluation form to assist us plan future workshops. Be completely candid in your responses. When rating the presenters in Part 2, keep in mind that:
A = Excellent B = Good C = Average D = Poor
For each item, **circle** the grade or response that would most nearly reflect your evaluation.
Thank you for your cooperation.

1. The general coverage, organization, and level of the training was:

Coverage	Organization	Level
a. narrow	a. good	a. easy
b. about right	b. average	b. about right
c. broad	c. poor	c. difficult

2. I would give Dr. Melze

Expertise on Topic	**A**	**B**	**C**	**D**
Presentation Style	**A**	**B**	**C**	**D**
Overall performance	**A**	**B**	**C**	**D**

3. Given the available time for the training, the amount of material presented was:

a. excessive b. appropriate c. insufficient

4. To what extent did the training meet your objectives or needs?

a. fully b. partially c. minimally

5. The trainingwas held in comfortable and appropriate facilities:

a. fully b. somewhat c. minimally

6. Comments:

39314

TIE (Toward Inclusive Education) Model

August Training Schedule

DATE	TOPIC	CONSULTANT
August 18	Team Building	Karen Melzer, UMDNJ
August 19 & 20	COMP - Classroom Organization and Management Program	Dr. Aileen Harris, Vanderbilt Univ. Nashville, Tenn.
August 21 & 22	Discipline with Dignity	Dr. Allen Mendler , National Ed. Services Bloomington, Ind.
August 25	Technology	Mark Roland Paterson Public Schools
August 26 & 27	Wilson Reading Program	Linda Lentini, Wilson Language System, Boston, Mass.
August 28	Inclusion	Rick Welsh, Consultant, Sanford, North Carolina
August 29	TIE Model	TIE Project Staff

Appendix B

Faculty Follow-Up Survey For Summer 1997 Training

STANLEY J. URBAN, Ph. D.
103 CYRUS AVENUE
PITMAN, NJ 08071
(609) 589-5279
FAX (609) 589-2586

June 16, 1998

Dear Colleague,

As a participant in Project TIE your evaluative comments and perceptions are important. The attached survey instrument will provide follow-up information regarding your opinion of the usefulness of the information provided by the August, 1997 training sessions. Also, a portion of the questionnaire asks your general feelings toward the overall success of the project.

No responses will be identified in any way with a specific individual and only group data will be reported.

Please complete the instrument by June 25 and return it directly to me in the enclosed envelope. Thank you for your time and cooperation. You may call me at (609) 589-5279, including evenings up to 8:30 p.m. if you have any questions.

Sincerely yours,

Stan Urban

Stanley Urban, Ph.D.
Professor of Special Education,
Rowan University (formerly GSC) and
Evaluator Project TIE

SJU:ekw

Attachment

PATERSON PUBLIC SCHOOLS
Project TIE

FACULTY FOLLOW-UP SURVEY

INSTRUCTIONS

I. **The following questions relate to your initial training for Project TIE in August, 1997 and your end of the year feelings toward that training.**

Please circle the number that best describes your feelings:

5 (strongly agree) 4 (agree) 3 (no opinion) 2 (disagree) 1 (strongly disagree)

1. The "Team Building Training" provided by Dr. Meltzer From UMDNJ provided information which was:
   (a) helpful in implementing collaborative planning 5 4 3 2 1
   (b) contributed to my competence in implementing Project TIE 5 4 3 2 1

Comments: _____

_____

_____

_____

2. The "COMP Training" provided by Dr. Harris from Vanderbilt University
   (a) increased my competency as a teacher in terms of classroom organizational skills 5 4 3 2 1
   (b) the training increased my classroom management abilities 5 4 3 2 1

Comments: _____

_____

_____

_____

3. The "Discipline With Dignity" workshop conducted by Dr. Mendler:
   (a) improved my ability to deal with disruptive or inappropriate student behavior 5 4 3 2 1
   (b) enabled me to better manage the classroom 5 4 3 2 1

Comments: _____

_____

_____

_____

4. Mr. Mark Roland's workshop on "Technology" was beneficial in attaining the overall goals of Project TIE 5 4 3 2 1

Comments: _____

_____

_____

_____

5. The training on lesson modifications and other instructional strategies provided by Mr. Rick Welsh improved my ability to teach all students 5 4 3 2 1

Comments: _____

_____

_____

_____

II. **The following items should be answered relative to your experiences with Project TIE over the past year.**

1. My role in the classroom has changed as a result of Project TIE 5 4 3 2 1

Comments: _____

_____

_____

_____

2. My role in the classroom has changed because of the presence of another teacher in the classroom 5 4 3 2 1

Comments: _____

_____

_____

_____

3. The presence of students with disabilities in the classroom has not effected the quality of instruction received by the other (non-disabled) students 5 4 3 2 1

Comments: _____

_____

_____

_____

4. Program modifications/strategies/ interventions used to support students with disabilities in your classroom were successful 5 4 3 2 1

Comments: _____

_____

_____

_____

5. If I had to do it over again I would volunteer for Project TIE 5 4 3 2 1

Comments: _____

_____

_____

_____

6. The inclusion of Project TIE students benefited them socially as compared to a more restrictive environment 5 4 3 2 1

Comments: _____

_____

_____

_____

III. Please answer the following items in a brief narrative

1. What recommendations would you make at this point to improve Project TIE?

_____

_____

_____

2. Were there students that did not benefit at all socially?

3. What general advice would you offer others who are attempting to include students with disabilities in general education classes?

Appendix C

Pre-Implementation Staff Survey

Concerns Survey
Prior to the Implementation of
TIE Grant
August 18, 1997

The purpose of this survey is to determine what teachers who are implementing the grant are concerned about prior and post implementation of the grant. Some items may appear to be of little relevance at this time. For the completely irrelevant items, please chose "0" on the scale. Other items will represent those concerns you do have. Think of the items in terms of your own perception of what it involves.

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with the grant.

Thank you for taking time to complete this task

TIE Grant
Pre Implementation Staff Survey

Remember to respond to each item in terms of your present concerns about your involvement in the TIE grant

It is very important for a complete understanding of your concerns that you respond to all the items in this survey. The scale is as follows:
"0" = not true of me; "1" somewhat true of me "3" Very true of me

	Not true of me	Somewhat true of me	Very true of me
1. I am concerned about students' attitudes toward the TIE grant	○ 0	○ 1	○ 2
2. I now know of some other approaches that might work better	○ 0	○ 1	○ 2
3. I don't know what the grant is about	○ 0	○ 1	○ 2
4. I am concerned about not having enough time to organize myself each day	○ 0	○ 1	○ 2
5. I would like to help other faculty in their implementation of the grant	○ 0	○ 1	○ 2
6. I have a very limited knowledge about the grant	○ 0	○ 1	○ 2
7. I would like to know the effect of reorganization on my professional status	○ 0	○ 1	○ 2
8. I am concerned about between my interests and my responsibilities	○ 0	○ 1	○ 2
9. I am concerned about conflict between my interests and my responsibilities	○ 0	○ 1	○ 2

	Not true of me	Somewhat true of me	Very true of me
10. I would like to develop working relationship with both our faculty and outside faculty using the same approaches	○ 0	○ 1	○ 2
11. I am concerned about how the TIE grant affects students	○ 0	○ 1	○ 2
12. I am not concerned about the implementation of this grant	○ 0	○ 1	○ 2
13. I would like to know who will make the decisions in the new program	○ 0	○ 1	○ 2
14. I would like to discuss the possibility implementing the TIE grant	○ 0	○ 1	○ 2
15. I would like to know what resources are available for the implementation of the grant	○ 0	○ 1	○ 2
16. I am concerned about my inability to manage the entire grant requirement	○ 0	○ 1	○ 2
17. I would like to know how my teaching is supposed to change	○ 0	○ 1	○ 2
18. I would like to familiarize other persons with the progress of the grant	○ 0	○ 1	○ 2
19. I am concerned about evaluating my impact on students	○ 0	○ 1	○ 2
20. I would like to revise the grant's instructional approach	○ 0	○ 1	○ 2
21. I am completely occupied with other things	○ 0	○ 1	○ 2
22. I would like to modify our use of the grant based on the experiences of our students	○ 0	○ 1	○ 2
23. Although I don't know about this innovation, I am concerned about things in the area	○ 0	○ 1	○ 2
24. I would like to excite my students about their part in the grant	○ 0	○ 1	○ 2
25. I am concerned about time spent working with non-academic problems related to the implementation of the grant	○ 0	○ 1	○ 2
26. I would like to know what the use of the grant would require in the immediate future	○ 0	○ 1	○ 2

	Not true of me	Somewhat true of me	Very true of me
27. I would like to coordinate my effort with others to maximize the grant's effect	O 0	O 1	O 2
28. I would like to have more information on time and energy commitments required by the grant	O 0	O 1	O 2
29. I would like to know what other faculty members are doing in this area	O 0	O 1	O 2
30. A this time, I am not interested in learning about this grant	O 0	O 1	O 2
31. I would like to determine how to supplement, enhance, or replace the implementation of the grant	O 0	O 1	O 2
32. I would like to use feedback from students to change the program	O 0	O 1	O 2
33. I would like to know how my role will change when I am implementing the grant	O 0	O 1	O 2
34. Coordination of tasks and people is taking too much of my time	O 0	O 1	O 2
35. I would like to know how this grant program is better than what we have now	O 0	O 1	O 2

Differences in people's background often affect the way they see the work situation and how they feel about it. The following questions are asked so that these differences can be studied.
The questions are not asked to identify you; they are, in fact, designed to preserve your anonymity.

Sex of respondents

O Male

O Female

Age range of respondents

O 21-25 O 41-45

O 26-30 O 46-50

O 31-35 O 51-55

O 36-40 O Above 55

Race of respondents

O African American

O Hispanic

O White

O Others

Indicate total work experience

O 1 to 2 years

O 3 to 5 years

O 6 to 10 years

O 11 to 15 years

O 16 to 20 years

O 21 years or more

Appendix D

Parent Satisfaction Survey

PATERSON PUBLIC SCHOOLS
Project TIE

PARENT SATISFACTION SURVEY

Dear Parents,

Your feelings are important in determining the effectiveness of Project TIE and in planning the future of this program. Please help us by completing this evaluation form using the 5 point scale. Information requested at the bottom is, of course, voluntary.

Sincerely,

Stanley Urban, Professor of Special Education, Rowan University
and Evaluator Project TIE

Scale: 5 (totally agree) 4 (somewhat agree) 3 (not sure) 2 (somewhat disagree) 1 (totally disagree)

1. Project TIE was successful in meeting the academic needs of my child	5	4	3	2	1
2. Project TIE provided my child increased opportunities for social involvement with regular education classmates	5	4	3	2	1
3. As a result of Project TIE, my child's attitude toward attending school has improved	5	4	3	2	1
4. During the past year, my child's attitude toward homework has improved	5	4	3	2	1
5. My child's academic needs were fully supported in Project TIE	5	4	3	2	1
6. My child's social skills have benefited as a result of Project TIE	5	4	3	2	1
7. Overall, as a result of Project TIE, my child is receiving better educational services	5	4	3	2	1
8. I feel more involved in my child's education as a result of Project TIE	5	4	3	2	1

9. I feel my child has exhibited better behavior in school as a result of Project TIE	5	4	3	2	1
10. I have experienced greater communication regarding my child's progress as a result of Project TIE	5	4	3	2	1

What I liked best about Project TIE:_____

_____

_____

Suggestions to improve Project TIE:_____

_____

_____

Name (Optional)_____

Appendix E

Schedule of Project TIE Bimonthly Staff Meetings

September 1997/August 1998

T.I.E. BIMONTHLY MEETINGS

September 1997

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 1997

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 1997

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 1997

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 1998

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 1998

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

September 1997

15 BIMONTHLY TIE MEETING (11:30 AM)

29 BIMONTHLY TIE MEETING (11:30 AM)

October 1997

14 BIMONTHLY TIE MEETING (11:30 AM)

27 BIMONTHLY TIE MEETING (11:30 AM)

November 1997

10 BIMONTHLY TIE MEETING (11:30 AM)

24 BIMONTHLY TIE MEETING (11:30 AM)

December 1997

8 BIMONTHLY TIE MEETING (11:30 AM)

22 BIMONTHLY TIE MEETING (11:30 AM)

January 1998

12 BIMONTHLY TIE MEETING (11:30 AM)

26 BIMONTHLY TIE MEETING (11:30 AM)

February 1998

9 BIMONTHLY TIE MEETING (11:30 AM)

23 BIMONTHLY TIE MEETING (11:30 AM)

March 1998

9 BIMONTHLY TIE MEETING (11:30 AM)

23 BIMONTHLY TIE MEETING (11:30 AM)

April 1998

13 BIMONTHLY TIE MEETING (11:30 AM)

27 BIMONTHLY TIE MEETING (11:30 AM)

May 1998

11 BIMONTHLY TIE MEETING (11:30 AM)

26 BIMONTHLY TIE MEETING (11:30 AM)

March 1998

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 1998

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 1998

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 1998

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 1998

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 1998

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Vincent J. Caramico, Principal

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PATERSON PUBLIC SCHOOLS
Project TIE

SESSION EVALUATION FORM

July, 1998

Your perceptions are important in assessing the effectiveness of this session and for planning future workshops. Please return the form to Ms. Felisa VanLiew or Ms. Pat DiGiaimo who will forward the forms to Stan Urban, Project Evaluator. Your responses to the items on this form are anonymous. Thank you for your assistance in this process.

Session Name:_____ Date:_____

Scale: 5 (totally agree) 4 (somewhat agree) 3 (not sure) 2 (somewhat disagree) 1 (totally disagree)

1. The major points in this presentation were made clear.	5	4	3	2	1
2. The organization and preparation of the workshop helped me to understand the subject matter under consideration	5	4	3	2	1
3. I would rate the knowledge of the presenter as high	5	4	3	2	1
4. This session has been intellectually and/or professionally stimulating	5	4	3	2	1
5. It was possible for me to make comments, ask questions or express ideas	5	4	3	2	1
6. This workshop was relevant to my role at MLK School	5	4	3	2	1
7. My experience in this workshop makes me want to learn more about the material presented	5	4	3	2	1
8. I would rate the overall quality of this session as high	5	4	3	2	1

9. What I liked best about this session:_____

_____

10. Suggestions to improve the session:_____

_____

11. Other Comments:_____

_____

Appendix F

Session Evaluation Form and Analysis of Participants' Perceptions of the Effectiveness of the 10-Day In-Service Training Conducted From July 20 Through July 31, 1998 and

Participants perceptions of the effectiveness of the in-service training conducted from July 20 through July 29, 1998?

Each training session was evaluated by the participants using an evaluation instrument (included at the end of this section) administered to participants immediately following each session. The questions asked participants to rate their agreement with a series of statements about the training and presenter on a Likert-type scale of 5 (totally agree) to 1 (totally disagree). The statements, along with the mean rating, standard deviation, and number of respondents for each, can be seen in the tables that follow for each session. The instrument also allowed participants to respond to open-ended questions to report what they liked best about the session and to make any suggestions for improving the training. These responses are reported separately for each session. As with the initial evaluations of the 1997 training sessions, this data reveals participants' impressions of the training session's value in disseminating information relevant for implementing Project TIE in the classroom.

Evaluation of the Curriculum and Instruction Training (Part 1). The data regarding the initial evaluation of the training can be found in Table 16. The table shows high mean levels of agreement with the presented statements, indicating positive opinions toward the training session. The written comments indicated that participants especially liked that the presenter actively involved them in the presentation (14.3%) and that the training would impact on all students, and not just those in Project TIE. For example, one participant wrote "...New ways to present material to TIE students as well as gen. ed.."

Table 16. Evaluation of the Curriculum & Instruction Training (Part 1) Held on July 20, 1998

	Mean	SD	N
The major points in this presentation were made clear.	4.64	0.50	14
The organization and preparation of the workshop helped me to understand the subject matter under consideration.	4.57	0.51	14
I would rate the knowledge of the presenter as high.	4.71	0.47	14
This session has been intellectually and/or professionally stimulating.	4.57	0.51	14
It was possible for me to make comments, ask questions, or express ideas.	4.43	0.85	14
This workshop was relevant to my role at MLK School.	4.57	0.65	14
My experience in this workshop makes me want to learn more about the material presented.	4.29	0.83	14
I would rate the overall quality of this session as high.	4.43	0.65	14

Note: Likert Scale; 5 Totally Agree, 4 Somewhat Agree, 3 Not Sure, 2 Somewhat Disagree, 1 Totally Disagree

Evaluation of the Curriculum and Instruction Training (Part 2). The summary of the responses for this training is presented in Table 17. As with the first part of the Curriculum and Instruction Training, this session was well received by the participants, with all means approaching 5.00, the highest possible rating. The written comments were also very positive. Nearly 31% of participants noted the group work and demonstrations as the best part of the session. Other comments were "Lots of information shared. Very

Table 17. Evaluation of the Curriculum & Instruction Training (Part 2) Held on July 21, 1998

	Mean	SD	N
The major points in this presentation were made clear.	4.77	0.44	13
The organization and preparation of the workshop helped me to understand the subject matter under consideration.	4.69	0.63	13
I would rate the knowledge of the presenter as high.	4.92	0.28	13
This session has been intellectually and/or professionally stimulating.	4.69	0.63	13
It was possible for me to make comments, ask questions, or express ideas.	4.69	0.48	13
This workshop was relevant to my role at MLK School.	4.69	0.63	13
My experience in this workshop makes me want to learn more about the material presented.	4.62	0.65	13
I would rate the overall quality of this session as high.	4.69	0.48	13

Note: Likert Scale; 5 Totally Agree, 4 Somewhat Agree, 3 Not Sure, 2 Somewhat Disagree, 1 Totally Disagree

informative." and "Everything! Today was a good day!" regarding what they liked best about the session. As for improving the session, one participant noted that the handouts could be better organized.

Evaluation of the Practical Behavior Management Training. The means relevant for this session are presented in Table 18. Inspection of this table shows that the participants felt that this training would be very helpful in implementing Project TIE, with all means above 4.5 (with 5.00 being the highest possible). As for what the

Table 18. Evaluation of the Practical Behavior Management Training Held on July 22, 1998

	Mean	SD	N
The major points in this presentation were made clear.	4.79	0.43	14
The organization and preparation of the workshop helped me to understand the subject matter under consideration.	4.64	0.63	14
I would rate the knowledge of the presenter as high.	4.93	0.27	14
This session has been intellectually and/or professionally stimulating.	4.71	0.47	14
It was possible for me to make comments, ask questions, or express ideas.	4.71	0.61	14
This workshop was relevant to my role at MLK School.	4.93	0.27	14
My experience in this workshop makes me want to learn more about the material presented.	4.79	0.58	14
I would rate the overall quality of this session as high.	4.79	0.43	14

Note: Likert Scale; 5 Totally Agree, 4 Somewhat Agree, 3 Not Sure, 2 Somewhat Disagree, 1 Totally Disagree

participants liked best, 50% cited the material and presentation, and others (14%) indicated the presenter. Fourteen percent of the participants felt that more "hands-on" activities would improve the training.

Evaluation of the IEP Process Training. The summary of the participant's responses is presented in Table 19. The high means again indicate that the training was perceived as useful for implementing Project TIE. The written comments indicated that the participants found the training useful for a variety of reasons. Twenty percent of the participants apparently found the session useful in relieving frustration about the IEP process. For example, one wrote "we were able to 'vent' our feelings." Others (40%)

Table 19. Evaluation of the IEP Process Training Held on July 23, 1998

	Mean	SD	N
The major points in this presentation were made clear.	4.60	0.70	10
The organization and preparation of the workshop helped me to understand the subject matter under consideration.	4.40	0.70	10
I would rate the knowledge of the presenter as high.	4.60	0.52	10
This session has been intellectually and/or professionally stimulating.	4.40	0.84	10
It was possible for me to make comments, ask questions, or express ideas.	4.80	0.42	10
This workshop was relevant to my role at MLK School.	4.70	0.67	10
My experience in this workshop makes me want to learn more about the material presented.	4.90	0.32	10
I would rate the overall quality of this session as high.	4.56	0.73	9

Note: Likert Scale; 5 Totally Agree, 4 Somewhat Agree, 3 Not Sure, 2 Somewhat Disagree, 1 Totally Disagree

found the information enlightening, indicated best by one participant who wrote "...learned some new things I didn't know about the referral process."

Evaluation of the TIE IEP Training. The mean agreement with the statements in the evaluation form is presented in Table 20. These means are extremely high, with the lowest at 4.70 (out of a possible maximum of 5.00) for agreement that the training made the participants want to know more about the material presented. The remaining means are all 4.90, again with a possible maximum of 5.00. A reason for the high level of satisfaction with the session is most likely that the participants found learning about their

Table 20. Evaluation of the Project TIE IEP Training Held on July 24, 1998

	Mean	SD	N
The major points in this presentation were made clear.	4.90	0.32	10
The organization and preparation of the workshop helped me to understand the subject matter under consideration.	4.90	0.32	10
I would rate the knowledge of the presenter as high.	4.90	0.32	10
This session has been intellectually and/or professionally stimulating.	4.90	0.32	10
It was possible for me to make comments, ask questions, or express ideas.	4.90	0.32	10
This workshop was relevant to my role at MLK School.	4.90	0.32	10
My experience in this workshop makes me want to learn more about the material presented.	4.70	0.48	10
I would rate the overall quality of this session as high.	4.90	0.32	10

Note: Likert Scale; 5 Totally Agree, 4 Somewhat Agree, 3 Not Sure, 2 Somewhat Disagree, 1 Totally Disagree

future students' needs especially useful in planning for the upcoming academic year. This is indicated by the comments that the best aspect of the session was "getting insight to the children I will service." and "We really got to know the children's backgrounds before they enter the classroom." Other participants suggested that this information "should be shared with all teachers." and "offer an inservice to the remainder of the staff," indicating that this information was perceived as being critical for implementing Project TIE.

Evaluation of the COMP Training. The means, standard deviations and number of respondents for this session are presented in Table 21. This session could not have been more well received by the participants; all of the means are 5.00, the highest

Table 21. Evaluation of the COMP Training Held on July 27, 1998

	Mean	SD	N
The major points in this presentation were made clear.	5.00	0.00	10
The organization and preparation of the workshop helped me to understand the subject matter under consideration.	5.00	0.00	10
I would rate the knowledge of the presenter as high.	5.00	0.00	10
This session has been intellectually and/or professionally stimulating.	5.00	0.00	10
It was possible for me to make comments, ask questions, or express ideas.	5.00	0.00	10
This workshop was relevant to my role at MLK School.	5.00	0.00	10
My experience in this workshop makes me want to learn more about the material presented.	5.00	0.00	10
I would rate the overall quality of this session as high.	5.00	0.00	10

Note: Likert Scale; 5 Totally Agree, 4 Somewhat Agree, 3 Not Sure, 2 Somewhat Disagree, 1 Totally Disagree

possible score. This is also reflected in the written comments, especially by one participant who wrote "If there is no other workshop in your life…this is the one to get!" The other comments indicated the presenter's style and knowledge (30%) and the usefulness of the information presented (20%) as why this session was so highly rated.

Evaluation of the Technology Training. . The summary of the participant's responses is presented in Table 22. As can be seen in this table, the means are all relatively high, indicating high satisfaction with the training. The written comments indicated that participants (30%) found the hands-on nature of the training especially useful. In terms of improving the training, one participant suggested scheduling more sessions while another suggested scheduling a session for individuals with more advanced computer skills.

Table 22. Evaluation of the Technology Training Held on July 28, 1998

	Mean	SD	N
The major points in this presentation were made clear.	4.70	0.48	10
The organization and preparation of the workshop helped me to understand the subject matter under consideration.	4.80	0.42	10
I would rate the knowledge of the presenter as high.	4.90	0.32	10
This session has been intellectually and/or professionally stimulating.	4.50	0.71	10
It was possible for me to make comments, ask questions, or express ideas.	4.70	0.48	10
This workshop was relevant to my role at MLK School.	4.40	1.26	10
My experience in this workshop makes me want to learn more about the material presented.	4.60	0.70	10
I would rate the overall quality of this session as high.	4.78	0.44	9

Note: Likert Scale; 5 Totally Agree, 4 Somewhat Agree, 3 Not Sure, 2 Somewhat Disagree, 1 Totally Disagree

Evaluation of the Multisensory Language Training. . The means relevant for this session are presented in Table 23. Overall, this session was the least well received of the 1998 training sessions. However, it should be noted that these ratings, although the lowest for this training cycle, do not indicate negative feelings about the potential usefulness of the training. The mean agreements for all but one statement were between 3.00 and 4.00, indicating mild agreement that the information would be useful in implementing Project TIE. The exception, and also the highest rating, was in regard to the knowledge of the presenter ($\underline{M} = 4.78$, $\underline{SD} = 0.44$), indicating that the participants felt that the presenter was very knowledgeable. The written comments indicated that the

relatively low rating may be due to the style or mechanics of the presentation rather than the content. For example, one representative comment was, "This subject matter was

Table 23. Evaluation of the Multisensory Language Training Held on July 29, 1998

	Mean	SD	N
The major points in this presentation were made clear.	3.44	0.88	9
The organization and preparation of the workshop helped me to understand the subject matter under consideration.	3.67	1.00	9
I would rate the knowledge of the presenter as high.	4.78	0.44	9
This session has been intellectually and/or professionally stimulating.	3.22	1.09	9
It was possible for me to make comments, ask questions, or express ideas.	3.78	1.20	9
This workshop was relevant to my role at MLK School.	3.78	0.83	9
My experience in this workshop makes me want to learn more about the material presented.	3.44	1.24	9
I would rate the overall quality of this session as high.	3.33	1.12	9

Note: Likert Scale; 5 Totally Agree, 4 Somewhat Agree, 3 Not Sure, 2 Somewhat Disagree, 1 Totally Disagree

new to me and I think an introduction and some background information should have been provided. Also, a more relaxed rapport with the audience should be developed."